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ABSTRACT

A conceptual/cross-cultural model, developed to help elementary teachers cope with the problems of initiating cultural, ethnic, or anthropology studies, is presented in five sections. (1) A brief description of the structure and methodology of anthropology defines in outline form the fields of cultural and social anthropology, physical anthropology, archaeology, and linguistics. (2) An outline of anthropology concepts that are appropriate for the elementary school focuses on elements of culture such as family organizations, tools, language, and customs. (3) Fourteen skills and 18 activities are listed which are appropriate for elementary anthropology studies. Writing, observing, describing, and identifying sociological patterns within cultures are among the skills. Suggested activities include simulated archaeological excavations, comparison of the tools of arctic and rain forest cultures, and learning songs or crafts of a nonwestern culture. (4) In a sample plan for organizing anthropology concepts into a course of study, the role and functions of the family are examined from social, economic, and political perspectives. (5) Twenty-five basic anthropology concepts are identified and defined which are important in the teaching of anthropology. These include broad concepts such as culture and values and concepts less familiar to children such as patrilineage and ethnography. (Author/AV)

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A Conceptual/Cross-cultural Model for Teaching Anthropology in the Elementary School

by

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SO 009 885

The University of Texas of the Permian Basin
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Introduction

Because of the growing interest in the behavioral sciences, book publishers are including instructional materials which emphasize an anthropological approach to the study of man. Elementary teachers without training in anthropology are often asked to develop and teach these programs without preparation in anthropology concepts or methods. In order to help elementary teachers cope with the problems of initiating cultural, ethnic, or anthropology studies, the conceptual/cross-cultural model was developed. While this model was not designed as set of materials for instruction, it does propose several strategies, skills, and activities which could be incorporated into a broader anthropological program. The conceptual/cross-cultural model includes: (1) a description of the structure and methodology of anthropology, (2) an outline of anthropology concepts that are appropriate for the elementary school, (3) a list of classroom skills and activities which are appropriate for anthropology studies, (4) a sample plan for organizing anthropology concepts into a course of study, (5) and, several basic anthropology concepts which are important in the teaching of anthropology. The conceptual/cross-cultural model was designed for use with teachers involved in an in-service program. The expected outcome from this program is a set of self-contained anthropological instructional materials for an elementary classroom.

Structure and Methodology of Anthropology

I. Cultural and Social Anthropology

A. The study of non-western societies

B. The configuration of cultures with an emphasis on cross-cultural comparisons.

C. Ethnographic research in which participant-observation is an important technique.

II. Physical Anthropology

A. The study of human populations, race and variations within populations. The biological development of man through time.

B. The biological influences (genetic) which have influenced the development of human subspecies and inherited variations within populations.

C. The application of biological and social concepts and techniques to the study of man.

III. Archaeology

A. The pre-historical study of man and his culture.

B. The excavation and study of cultural remains of man's prehistoric achievements and activities.

C. The interpretation and description of ancient cultures and civilizations.

D. Establishing the chronological development of social and technical inventions.

IV. Linguistics

A. The study of non-western languages. The interpretation of non-written languages.

B. Identifying the function and development of language.

C. Interpreting the symbolic meaning of language from a cultural perspective.

D. Identifying prehistoric migration movements or patterns based upon the analysis of language patterns.

Anthropology Concepts for the Elementary Classroom

The organization of concepts is included for elementary teachers as a general overview of the discipline of anthropology. This conceptual outline includes only some of basic elements that concern scholars working on the problems of man and culture.

Anthropology: The Study of Man and Culture

I. The Historical Development of Man and His Culture

- A. Old World Prehistory
- B. New World Prehistory

II. Elements of Culture

- A. Family Organizations
  - 1. Marriage - Courtship - ritual - function
  - 2. Nuclear Family - role and function
  - 3. Extended Family - role and function
- B. Technology - Tools - Trade
  - 1. Materials and Techniques
    - a. Hunters and Gatherers
    - b. Pastorial Societies
    - c. Agricultural Societies
- C. Language
  - 1. Language Traditions
    - a. Oral Traditions
    - b. Written Traditions
- D. Beliefs
  - 1. Curing Illnesses
  - 2. The Supernatural

3. Magic

4. Rites and Rituals

E. Customs and Traditions

1. Folkways

2. Social Order and Class

3. Birth Rites

4. Marriage Rites

5. Death Rites

6. Etiquette

Suggested Skills and Activites in Anthropology Education

I. Skills - Elementary students should develop the following skills when working with anthropology materials.

A. Reading

B. Writing

C. Observing and Describing

D. Interpreting

E. Library Research Techniques

F. Evaluation of Sources

G. Interpretation of: maps, charts, graphs, and tables

H. Making Comparative Interpretations

I. Construction of questionnaires, surveys, and frequency charts

J. Develop projects which represent cultural characteristics of non-western societies. These projects would include traditional ceremonies, rites, customs, games, songs, and crafts

K. Demonstrate knowledge of the meaning and use of non-western or non-European languages

L. Identify sociological patterns and interrelationships that exist within cultures - kinship, marriage, and other political and economic patterns

M. Develop a sympathetic point of view of foreign cultures, while respecting and valuing their own heritage

N. Practice a scholarly approach to the study of man

II. Activities - The following list of activities are included to stimulate teacher/student classroom projects.

A. Develop a bibliography of commercial materials that are currently available for classroom use

B. Prepare a set of instructions that would guide students in the construction of surveys, questionnaires, and frequency charts

C. Learn a classroom game that can teach students an element of anthropological methodology (e.g., a simulated excavation of a lost culture)

D. Develop a project in which your students will learn to make cross-culture comparisons (e.g., compare culture A with culture B in terms of family roles and functions)

E. Organize a lesson in which the class will learn the games, songs, or crafts of a non-western culture

F. Prepare a set of role cards and script for a dramatization of a traditional ceremony, rite, or celebration

G. Instruct your class in the construction of a kinship chart which traces the descent of a patrilineal or matrilineal families

H. Collect a set of pictures from various magazines (e.g., National Geographic, etc.) which can be used for bulletin boards, scrapbooks, and learning center activities

I. Prepare a set of instructions for a classroom project in which students will display tools, traps, pottery, fabric designs or pictographs that represent the culture traits of a people researched in the library

J. Plan a bulletin board which depicts the races and clines of man during the Pleistocene, 1492 and 20th century periods

K. Divide the class into two archaeological teams which plan and execute a simulated excavation

L. Prepare a set of inquiry lessons in which students are presented with artifacts, tools, or pictures

M. Develop a set of language lessons in which students work with symbols, sign language, and hieroglyphs

N. Compare the tools and techniques of a culture living in the artic with the tools and techniques of a culture living in a tropical rain forest

O. Compare the religious beliefs of a people living in a hunting-gathering culture with the beliefs of a people living in a pastoral or agricultural culture

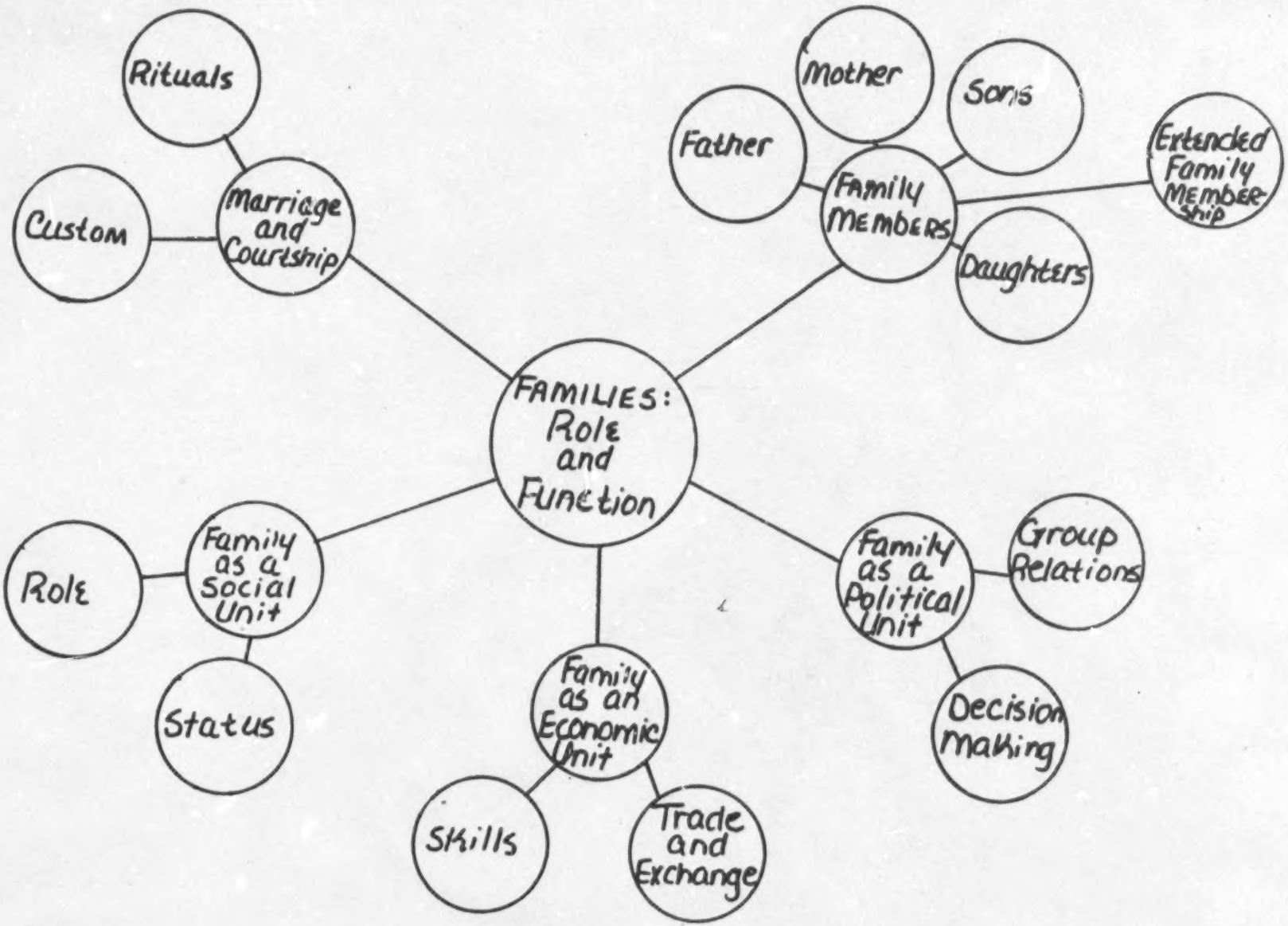
P. Describe how various non-western cultures settle social conflicts that arise within families and groups

Q. Describe how non-western cultures settle social conflicts which arise between groups or cultures (e.g., territorial claims)

R. Develop a project in which students trace family traits and family migration patterns for an extended period of time

Sample Plan for Organizing Anthropology Concepts
The Conceptual Web

A Cross-cultural Comparison of a Key Concept
(The Family)



Sequencing the Conceptual Web into an Instructional Outline

A Cross-cultural Comparison of Family Life in two Cultures

Culture A	Culture B
Families: Role and Function	Families: Role and Function
I. Marriage and Courtship	I. Marriage and Courtship
A. Customs	A. Customs
B. Rituals	B. Rituals
II. Family Membership	II. Family Membership
A. Father	A. Father
B. Mother	B. Mother
C. Sons	C. Sons
D. Daughters	D. Daughters
E. Extended Family Members	E. Extended Family Members
III. Family as a Social Unit	III. Family as a Social Unit
A. Role	A. Role
B. Status	B. Status
IV. Family as an Economic Unit	IV. Family as an Economic Unit
A. Skills	A. Skills
B. Trade and Exchange	B. Trade and Exchange
V. Family as a Political Unit	V. Family as a Political Unit
A. Decision Making	A. Decision Making
B. Group Relationships	B. Group Relationships

Some Basic Anthropological Concepts[1]

Acculturation Those cultural changes that come about due to mutual influencing when two or more cultures come in contact with each other.

Adaptation Generally, the ways in which individuals become fitted, physically or culturally, to particular environments. More specifically, adaptation is a two-way process by which changes in physiological and social mechanisms are made in order to cope successfully with environments; but organisms are also constantly changing their environments, making them more "livable."

Caste System A stratification system in which the social strata within it are hereditary and endogamous. The entire system is sanctioned by the mores, laws, and usually the religion of the society in question.

Class A stratum in a hierarchically organized social system; unlike a caste, endogamy is not a requirement (although it is often favored), and individuals have the option (but usually do not exercise it) of moving to a neighboring stratum.

Conformity Action that is in accordance with some established custom usage, practice, or tradition.

Cultural Evolution The process of invention, diffusion, and elaboration of the behavior which is learned and taught in groups and is transmitted from generation to generation. Often used to refer to the development of social complexity.

Culture The behavior one must master and everything one needs to know or believe in, in order to be able to function acceptably as a member of a group. It is learned, not genetically inherited.

Enculturation The lifelong process of learning one's culture, its values, and how to act within the acceptable limits of behavior in culturally defined contexts.

Ethnic Group A group of people within a larger social and cultural unit who identify themselves as a culturally and historically distinct entity, separate from the rest of that culture.

Ethnography The exploration and description of the social and cultural systems of one particular group.

Ethnology The comparative study and analysis of the forms of social and cultural systems of one particular group.

Evolution The processes of change which biological and social forms undergo as a consequence of their adaptations to their environments. In narrow genetic terms, evolution is the change in gene and allele frequencies within a breeding population over generations.

Extended Family A linking of two or more nuclear families: horizontally, through a sibling link; vertically, through the parent/child link.

Family A married couple or other group of adult kinsfolk and their immature offspring, all or most of whom share a common dwelling and who cooperate economically.

Kinship The social phenomenon whereby people establish connections with each other on the basis of genealogical linkages in culturally specified ways.

Matrilineage A kinship group made up of people all of whom trace relationships to one another through female links and are descended from a known female ancestor.

Mores A society's important norms that compel social and emotional commitment and are deeply rooted in its belief system.

Patrilineage An exogamous descent group based on genealogical links between males that are traceable to a known male ancestor.

Race A folk category of the English language that refers to discrete groups of human beings who are categorically separated from one another on the basis of arbitrarily selected phenotypic traits.

Roles The expected (normative) behaviors that every society associates with each of its statuses.

Social Structure The total pattern of ego-centered relationships (such as kinship systems and friendship networks) that occur within a society.

Society A socially bounded spatially contiguous aggregation of people who participate in a number of overarching institutions and share to some degree an identifiable culture. This group contains within its boundaries some means of production, some system of distribtution, and units of consumption--with enough stability across generations to maintain its identity.

Statuses The interrelated positions in a social structure of hierarchy, with each position carrying certain expectations of behavior (roles) with respect to those persons occupying the same and/or interrelated positions.

Subculture The culture of a subgroup of a society that shares its fundamental values, but which also has its own distinctive folkways, mores, values, and world view.

Values The ideals of a culture that are concerned with correct goals and behavior.

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[1] Hunter, David E. and MaryAnn B. Foley, Doing Anthropology: A Student-Centered Approach to Cultural Anthropology, Harper & Row, Publishers, New York, 1976.